

**ARTICLE APPROVAL SHEET**

**AN ANALYSIS OF STUDENTS' ABILITY IN USING PASSIVE VOICE  
AT THE THIRD GRADE STUDENTS OF MAS KEPENUHAN**

**Intended to fulfil one of the requirements for the awards of Sarjana Degree  
in English Study Program**

Approved in Pasir Pengaraian on Wednesday

June 29<sup>th</sup> 2016

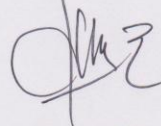
By:

Advisor I




Ummi Rasyidah, M.Pd  
NIDN. 1016118702

Advisor II




Andri Donal, M.Pd  
NIP. 197912092009031002

The head of English Study Program

Pipit Rahayu, M.Pd  
NIP. 198601312009032002



# **An Analysis of Students' Ability in Using Passive Voice at the Third Grade Students of MAS Kepenuhan**

Kurnia Sandi\*), Umami Rasyidah<sup>1)</sup>, Andri Donal<sup>2)</sup>

English Study Program

Faculty of Teacher Training and Education

University of Pasir Pengaraian

2016

## **ABSTRAK**

Judul penelitian ini adalah *"An Analysis of Students' Ability in Using Passive Voice at the Third Grade Students of MAS Kepenuhan"* penelitian ini dilakukan pada siswa kelas 3 dan sample yang dipilih sebagai peserta dalam penelitian ini berjumlah 26 orang. Didalam penelitian ini peneliti ingin melihat kemampuan siswa dalam menggunakan passive voice dan juga kesulitan mereka dalam mempelajari passive voice.

Untuk mengetahui kemampuan siswa dalam menggunakan passive voice, peneliti memberikan sebuah tes tertulis berjumlah 30 buah soal dimana didalam tes tersebut terdapat 15 butir soal yang berbentuk passive voice simple present dan 15 butir soal berbentuk passive voice simple past. Sedangkan untuk mengetahui kesulitan siswa dalam mempelajari passive voice itu sendiri peneliti memberikan sebuah wawancara kepada para sample dengan 5 buah pertanyaan.

Dari hasil tes yang dilakukan, peneliti menemukan bahwa kemampuan siswa dalam menggunakan passive voice berdasarkan jumlah skor pada tes yang diberikan adalah 85 dan itu dapat dikategorikan dalam level excellent. Sementara pada penggunaan passive voice simple present tense dan simple past tense jumlah skor rata-rata mereka untuk kedua jenis soal tersebut adalah 84 dan itu bisa dikategorikan dalam level baik. Dari hasil wawancara untuk mengetahui kesulitan mereka dalam mempelajari passive voice, peneliti menemukan bahwa sebagian besar siswa menjawab kesulitan mereka adalah dalam penguasaan past participle.

*Kata kunci : Analisis, Kemampuan, Passive Voice.*

## **ABSTRACT**

The title of this research is *"An Analysis of Students' Ability in Using Passive Voice at the Third Grade Students of MAS Kepenuhan"* this research was conducted at MAS Kepenuhan of Rokan Hulu Regency to the third grade students. Number of the samples were chosen as the participant of this research were 26 students. In this research, the researcher wanted to see the students' ability in using passive voice and also their difficulties in learning it. The purpose of the research are to describe students' ability and students' difficulty in using passive voice in simple present and simple past, the researcher gave a written test which was consist of 30 test items. There were 15 items of passive voice in simple present tense and there were 15 items of passive voice of simple past tense. Meanwhile, to find out students' difficulties in learning passive voice, the researcher interviewed students. Based on the test result, the researcher found that students' ability in using passive voice due to their score on the test given was 85 and it can be classified in the excellent level. For the use of passive voice in simple present tense, the researcher found that the average students' score was 84 and it can be classified in the good level and in the passive voice of simple past tense the students' average score was 84 and it can be classified as the good level. From the result of interview, the researcher found that most of the students' difficulties in learning passive voice was in the mastering of past participle.

*Keywords: Analysis, Ability, and Passive voice.*

## **INTRODUCTION**

Grammar is a study about how to make and arrange the sentence. Grammar is the important part of languages, and grammar is very important for the learner. According to Garot and Wignell in Rosidani (2011:14) grammar is a theory of a language, of how language is put together and how it works. It's mean that the grammar is to construct the idea and put it there to geather and it will have a meaning.

These things must be mastered well by the students if they want to grammar the sentences, otherwise they will find handicaps in understanding and using it. The mistake they make, of course will annoy and distract the way of the communication. They can cause misunderstanding on the parts of the listeners or the readers who receive the information that we communicate.

Since English has much different from Indonesian, for example in functional skills, especially in passive voice. In Indonesian Learning, we know about affix *"me-* and *di-*" that just change

of active sentence to passive sentence without “to be” and form tenses and students is so easy for understanding it. But, Students usually make mistakes or errors in using passive voice in English learning, because in English learning of passive voice must know ‘to be (is, am, are, was, were, has, had, have been, has been being) as a main verb or auxiliary verb corresponded with the subjects as its attendance in a sentence and students knowless about form tenses ( Simple present, Simple Past, Simple Present Continuous, Simple Present Perfect Tense, Simple Past Continuous, Simple past perfect and simple future). So, they always so hard for understanding of passive voice in English learning. Therefore, when they change an active sentence into a passive one, they should be more careful with the transformation of “to be” because there is no such ‘to be” or auxiliary verb in their native language (Indonesian language) in “to be” transformation from the active voice to the passive one.

Based on the explanation above, the researcher is interested to conduct the research entitled “Analysis of students’ ability in using passive voice at the third grade students of MAS Kepenuhan”.

## Purpose of the Research

The purposes of the research are:

1. To describe students’ ability in using passive voice in simple present and simple past.
2. To describe students’ difficulty in using passive voice in simple present and simple past.

## REVIEW OF THE RELATED LITERATURE

### 1. Definition of Grammar

Brown in Pernanda ( 2009:9) stated that grammar is the rule by which put together meaningful and part of language to communicate messages that are comperhasible. So that grammar is a rule that used by people as tool in communication, it is some part of language can change in every period but it always has good revolution. The important thing about grammar is to help people understand in language.

Grammar is a study about how to make and arrange the sentence. Grammar is the important part of languages, and grammar is very important for the learner. There are some experts who give the definition about grammar. According to Fromkin and Rodman in Irianti (2011:7) states that grammar is the sound and the sound pattern, the basic unit of the meaning such as words, and the rules combine them to form a new sentence. So that grammar is the pattern word, if it is combined by

several word will have a new meaning. And it is a basic unit of meaning because without that thing it can not be a able send a messege about some information. Suryadi and Junaida (2007:1) stated that grammar is the study about teach to learner how to manner to reading, speaking and writing English well. Draft from rules for speaking or writing specific language.

From the all of the expert defined the grammar above, it can be concluded that grammar is a a rule that used by people as tool in communication, It can help them to understand what the language means. In addition, the change of grammar can change the form and the meaning. So, for can arrange words to be sentences well in English learning, we have to study of grammar.

### The Nature English Sentence

A sentence is a group of words that are put together to mean something. A sentence is the basic unit of language which expresses a complete thought. A complete sentence has at least a subject and main verb to state a complete thought. In English and many other language, the first word of a written sentence has a capital letter. At the end of the sentence, there is a full stop or full point.

An English sentence is a part of speech to see the system of its formed structure clearly. It can be in written or spoken forms. Moreover, the sentence also consists of elements (subject, verb, and object) and each of them has a function semantically. It has different purposes to deliver the idea. In addition, to see the representative of relationship between subject and verb in meaning is called as voice. In voice, it concerns in structural or grammatical but transitivity is for semantics. Furthermore, voice represents about the meaning between the subject and object.

Actually voice is very challenging to be studied. The studies on voice phenomena have been becoming important and challenging topics in grammatical and semantic fields (Jufriзал, 2008).

### Types of Sentence

According to Alice and Hogue there are four kinds of sentences in English, those are: simple sentence, compound sentence, complex sentence, and compound complex sentence. In addition, in English sentence there are active and passive types of sentences.

Tabel 1. Types of Sentences

No	Kind of Sentence	Example
1	Simple sentence	Ayu reads novels
2	Compound sentence	Ayu reads novels, but Fitri reads comics

3	Complex sentence	Although Ayu reads novels, Fitri reads comics.
4	Compound complex sentence	Ayu reads novels, but Fitri reads comics because books are too difficult.

### The Understanding of Passive

Hasan and Saranya (2015) stated that English language has two voice, such as active and passive. Hidayat (2008:256) stated that the passive voice is a verb form that indicates that the subject of a sentence it suffered as a result of an action or work. The essential components of the English passive voice are a form of the auxiliary verb *be* (or sometimes *get*), and the past participle of the main verb indicate the action. Although the passive voice is less common than the active voice, there are several good reasons to sometimes use the passive. On this thesis, researcher will explain how to using the passive voice.

A passive verb form, is made by verb past participle, the subject of a passive verb is usually the person or thing that is affected by the action the verb (Swan: 1996). Furthermore, in passive sentences the subject receives the action of verb. The direct object of active sentence becomes the subject of the passive sentence. Because every sentence in English must have a subject, passive sentences can be formed only from transitive verbs, which can take direct object. (Alice and Hogue, 1986: 189).

### The Use of Passive Voice.

According to Thomson and Martinet (1996: 266), it is usually better to write sentences with active verbs because active verbs are more direct, but there are two circumstances in which the passive voice is preferred. Moaddab (2014) stated that define the uses of passive sentence as follows :

1. When we want to give your writing an objective and impersonal tone, use the passive. Because the “doer” of an action may be omitted in passive in passive sentences, the tone is more objective. For this reason, passive is often used in scientific and business writing, as well in newspaper reports.
2. When we focus attention on the “receiver” of an action, use the passive.
3. When it is not necessary to mention the doer of the action as it is obvious who he is/was/will be:

*Example : The streets are swept everyday*

### Difficulty of learning of passive voice.

In learning English, the students usually find the difficulties when they learn passive voice. Parrot (2004) said that, “Teaching materials often concentrate on the form of standard passive construction into passive ones. Learners sometimes end up with the impression that passive construction are some kind of optional, deviant version of active construction. Because the form of passive construction is quite complex, the most students usually find the difficulties to understanding about the using of auxiliary verb “be” and distinguishing the past tense form and the past participle”.

Based on the description above, the researcher concludes that there are two main difficulties in learning and using passive voice, they are: the difficulty in using of verb “be” (auxiliary verb) and distinguishing the past tense form and the past participle.

#### a. Difficulty in Using of Auxiliary Verb Be

Frank ( 1972:47 ) stated the verb is the most complex part of speech. Its varyin arrangements with noun determine the different kinds of sentences—statements, question, command, exelamations. And according to Boer (1982:69) verb is word that asserts something about person, things or ideas and is essential to sentence meaning.

Indonesian students are exposed to the form of the verb “be” almost immidiately in their earliest English classes the forms are easy to describe and understand yet the post problems for learners at all levels.

The special verb “be” (is, am, are, was, were, been) can be used as verb itself and as auxiliary verb. Auxiliary verb forms are arranged in certain position with verbs signal the time (tense) an event take place.

Many students often got confused in using active and passive verb forms. This is no suprising. because :

1. Be is used to make both passive verb –forms and active progressive tenses.
2. Past participle are used to make both passive verb-forms active perfect tenses.

Compare:

*He was calling*  
*(Active –Past Progressive)*  
*He was Called*  
*(Active –Simple Past)*  
*He is Called*  
*(Active –Simple Present)*

The most common problem in the use of auxiliary verb be is that students have a tendency to omit it. Second language learners have been observed to omit the “to be” regardless of whether or not their native language has an equivalent form.

b. Distinguishing the Past Tense Form and the Past Participle

Other difficulty in learning passive for students is the distinguishing simple past and past participle both in regular or irregular verbs.

The passive voice is form of the verb be (be, am, is, are, was, were, being, been). And past participle (usually a past tense verb). If the verb works with “have” as in “have” then it is past participle.

English verbs have two participles. One called variously the present, active, imperfect or progressive participle, is identical in form to the gerund, and indeed the term present participle is sometimes used to include the gerund. The term gerund participle is also used the other participle, called variously the past, passive or perfect participle, is usually identical to the verbs preterite (past tense) form, though in irregular verbs the two usually differ.

Alexander (1980:171) stated that most verbs in English from their various tenses consistently: add-ed to the base of adverb to create the simple past and past participle. He walked; he was walked there are, however, a number of so – called irregular verbs, including, unfortunately some very common verbs such as to be and to have whose various forms must be memorized.

Because irregular verbs more difficult than regular verbs, that is way there are many students who still get difficulty in distinguishing simple past and past participle in learning passive voice.

## RESEARCH METHODOLOGY

### Research Design

This research is a descriptive qualitative research. The aim of this research is to find out about the mastery and difficulty on students’ ability in using passive voice in simple present and simple past of third year students at MAS Kepenuhan , This research has two variables.

According to Sudijono (2012 : 36), the word variable comes from English, variable has meaning changing, unpermanently factor, and one of the indication can be change. It means that variable is the factor of change one thing, but it stills unpermanently, and one factor influence the nother factor. Then Widoyoko (2012 :5) stated that variable is the concept that has varian meaning.

### Technique of Collecting the Data

Widoyoko (2012:33) stated that collecting the data in a research paper is about to take several idea, explanation, reality and valid information. It means that in collecting the data the researcher took several ideas from the respondent and that idea needed to be explain in the real situation and the data must be valid. To collect the data for this research, the researcher used test and interview. First, test was a technique in collecting the data, to find out and measure student’s ability in using passive voice forms in simple present and simple past and second, interview is a technique in collecting the data, to find out students difficulty in using passive voice in simple present and simple past.

### Technique of Analyzing the Data

To know the students’ gramatical ability and difficulty in passive voice, the researcher analyzed the students’ ability and difficulty in using and changing active sentence into passive voice in simple present and simple past.

To analyze the data of this research, the Researcher applied the instrument as follows:

#### 1. Test

According to Arikunto (2010:193) Test is an examination or trial to measure skill, intelligency, attitude of individual or group. Longman English dictionary, Test is any procedure to measuring ability, knowledge, or performance. In this research, the researcher gave the test with essay 30 questions of change active sentence into passive sentence in simple present and simple past. And to measure students ability, the researcher calculated their score by using formula as follow according to Trianto (2011:63) :

$$KB = \frac{T}{Tt} \times 100 \%$$

Where :

KB = Mastery Learning

T = The Student score

Tt = Total Score

To measure students’ ability, the researcher categorized students’ score as follow:

#### 2. Interview

Suprpto (2013:42) said “A characteristic from interview in the qualitative research is used questions that answer about narrative and contain about probing questions. The material needed skill

and researcher's experience. And this research has to selective entry result or record with the real data. In this research, the researcher gave interviewed the students by giving 5 questions and recorded all of students answers to find out students' difficulties about passive voice in simple present and simple past.

## **FINDING AND DISCUSSION**

### **Analysis**

To determine the students' level in answering the test, the researcher used the guidance in determining every student's ability in using passive voice as seen in the previous chapter. After the test given to the students, the researcher checked it and scored every students' result. There were 26 samples who followed the test, and the description of their result can be seen below.

From the test given to the students, overall the researcher gave 30 test items to measure students' ability in using passive voice. There were 15 items of passive voice in simple present tense and there were 15 test items of passive voice in simple past tense. From the test given, the researcher found that the lowest score got by the student was 56,6 and it was classified as the fair level. Meanwhile, the highest score got by the student was 100 and it was classified as the excellent level. The result of the test showed the criteria of the students in using passive voice. It can be seen from the result that there were 2 students were classified in the fair level, there were 9 students were classified in good level, and there were 15 students were classified in excellent level.

Based on the scores above, the researcher calculated all those scores to find out the average score and level for this test, and the researcher found that the average of the students' score based on the correct answers from the whole test items which are given to the students was 85. It means that from the percentage of correct answer it can be put in the 85% and the level scale of it can be categorized as *Excellent level*.

### **Passive Voice in Form of Simple Present**

In this research, the researcher put 2 forms of passive voice sentences to measure students' ability in using passive voice. First, students were asked to change the simple present sentences into the passive voice. This test item put in the number 1 to 15. Students' answer of this test item can be seen on the following description.

In passive voice of simple present tense, the researcher put the test items in the number 1 to 15. The researcher asked the students to change those sentences into the correct passive voice of simple present tense. Based on the result of the test, the researcher found and analyzed that the lowest

score got by the students was 60 and it was classified in the fair level. Meanwhile the highest score got by the students was 100 and it was classified in the excellent level. See appendix 4.

In passive voice of simple present sentences, there were 15 test items given to the students. The researcher asked them to change those sentences into the correct form of passive voice. Based on the table above, the researcher found that the average students' score based on the correct answers from simple present category of passive voice test items which are given to the students was 84. It means that from the percentage of correct answer it can be put in the 84% and the level scale of it can be categorized as *Good level*. Students' test result above shows that there are several quality level marked based on their score in answering the both texts such as there were 20 students can be classified in excellent level, there were 3 students can be classified in good level, there were 3 students can be classified in the fair level.

### **Passive Voice in the Simple Past form**

In this research, the researcher also put the passive voice in form of simple past. It is purposed to measure students' ability in using it. This test item put in the number 16 to 30. It means that there were 15 test items provided by the researcher. Students' answer of this test item can be seen on the following description.

In passive voice of simple past tense, the researcher gave the test at the same time with the previous one. And after it was checked and analyzed, the researcher found that from the passive voice of simple past tense, the lowest score got by the students was 33,3 and it was classified in the very poor level. Meanwhile for the highest score got by the students was 100 and it was classified in the excellent level.

In passive voice of simple past sentences, there were 15 test items given to the students. The researcher asked them to change those sentences into the correct form of passive voice. Based on the table above, the researcher found that the average of students score based on the correct answers from simple past category of passive voice test items which are given to the students was 84. It means that from the percentage of correct answer it can be put in the 84% and the level scale of it can be categorized as *Good level*.

Students' test result above shows that there are several quality level marked based on their score in answering the both texts such as there were 16 students can be classified in excellent level, there were 6 students can be classified in good level, there were 3 students can be classified in the fair level, and there was 1 student can be classified as the very poor level.

## CONCLUSION AND SUGGESTION

### Conclusion

The result of the research showed that students' ability in using passive voice was in excellent level. It can be seen from the test result where their average score was 85. It might be caused by they have already mastered passive voice by learning it from school or learn by themselves. The result of interview showed their view in learning passive voice. Their understanding about passive voice was dominated by their ability in answering the questions given and most of them will ask their teacher when they get difficulties in learning passive voice or open up any other books related to grammar.

### Suggestion

Based on the result of the research, researcher would like to give some suggestions below:

1. For English Teachers, in teaching grammar, especially passive voice the teachers are suggested to apply the strategy to attract the students' motivation to improve it. They need to be motivated that passive voice also important part of English to be mastered whether in verbal or written communication.
2. For students, grammar is very important beside the vocabulary to be mastered when students learn English. Because students are not just speaking English orally but also in written form. It can be seen in English written form the correct or incorrect passive voice pattern they made.
3. For the next researcher, the researcher suggests to find out the relevant aspect of grammar, especially in observe the students' mastery in using passive voice to the university or senior high school students.

## REFERENCES

- Alexander, L.G.(1980) *Longman English Grammar*, London: Longman Group UK Limited
- Alice, Oslima and Hogue, Ana. (1983). *Writing Academic English*. London: Addison-Wesley Publishing Company.
- Alvin, Leong Ping, (2014), The passive voice in scientific writing. *Journal of Science Communication*. ISSN 1824-2049
- Arikunto, Suharsimi. (2010). *Prosedur Penelitian*. Yogyakarta: Rineka Cipta
- Azar, Bety Schampfer (1993), *Fundamentals of English Grammar*, Jakarta: Binarupa Aksara
- Boer, J. De. Jhon, *Basic Language; messages and meaning Teacher's annotated Edition*, New York; Harper and row publisher, 1982
- Dumin, Laura Mary: (2010), *Change in the Use of the Passive Voice*. American Journal of Botany and The Change in the use Passive Voice from 1980-2008
- Eastwood John, (2008), *New Oxford Learner's Pocket Grammar*, New York: Oxford University Press
- Frank, Marcella, (1972) *Modern English; A Practical Reference Guide*, New Jersey: Prentice-Hall:
- Junaida and Suryadi, (2007), *Complete English Grammar*, Yogyakarta: Pustaka Pelajar
- Moaddab, Parivas, (2014), Why and When Passive Voice, *Journal of Novel Applied Science*, Journal 2014-13-12/1413-1418
- Purnama, (2014), *The Problem in Using Passive Voice*. Thesis S1 .Unpublished
- Sugiyono, (2011), *Statistika Untuk Penelitian*. Bandung: Alfabeta
- Suprpto, (2013), *Metode Penelitian Ilmu Pendidikan dan Ilmu Pengetahuan Sosial*, Yogyakarta: Center for Academic Publishing Service .
- Somathan and Saranya, (2015), Developing a Simple Passive Voice Constructor in English, *International Journal Applied Research* 2015;1(7): 649-651
- Swan, Michael. (1996). *Practical English Usage*. New York: Oxford University Press.
- Thomson, A.J & Martinet, A.V. (1996). *A Practical English Grammar*. New York: Oxford University Press.
- Trianto, (2011), *Panduan Lengkap Penelitian Tindakan Kelas*, Jakarta, Prestasi Pustaka Raya
- Wang, Yuanying, (2010), Classification and SLA Studies of Passive Voice, *Journal of Language Teaching and Research*, Vol. 1, No.6 pp.945-949, Academic Publisher

Wicaksono Andre, *Kamus Lengkap 700 Miliard*,  
Jakarta: Pustaka Ilmu



